



Annual Report Contents

Statement from President Brian W. Casey

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INTRODUCTION

The first year of Colgate's third century, academic year of 2019–20, was, by almost every measure imaginable, historic. For just the third time in the University's history, the college suspended traditional, in-person instruction — with the first two stoppages related to the onset of world wars. This past year's closure was made in response to the emergence and wide spread of the coronavirus and resulting pandemic. In March of this academic year, students returned to their homes, instruction moved to an online format, and the University responded to a resulting severe economic downturn. By April, the campus was profoundly quiet. In May, commencement was held virtually, with degrees conferred over the internet. These turn of events was shocking, profoundly unsettling, and sad.

Simultaneously, the University and the nation were called on to reckon with the role racism has played in all of our lives. The death of George Floyd and Breonna Taylor demonstrated, more acutely than ever before for many, the real cost of racial injustice in the lives of the nation and the functioning of all of our institutions — including this University. While our faculty, students, and staff witnessed these events away from the campus, the effect of this moment of reckoning was profoundly felt by us all and among our alumni.

It would be easy or tempting to have this inaugural University Report speak only to these events. But the first year of Colgate's third century was also a time of progress on a series of plans that had been put into place prior to the interlocking health, economic, and social crises. It is important for Colgate to take the long view and to pursue excellence along a determined path for a sustained, if not perpetual, period. This report is part of that effort.

What follows within this report is a listing of actions taken in service of key institutional plans. In the first section, we offer the current version of plans as authorized through both the Board and campus governance processes. Then specific updates to each of these plans follows. Finally, this report offers an overview of the University's finances.

By placing all of this information in one report, we can make more intentional the processes through which we determine our path forward. It is important that there be agreed-upon strategic plans. This is the reason why we offer, within this report, the current version of authorized plans. Should the plans be formally modified in any year, they will be updated in the next annual report.

By reporting through this structure, Colgate can strengthen its governance culture, make institutional plans apparent to all, and create a campus community in which progress toward desired ends is manifest.

The Strategic and Planning Work of the 2020–21 Academic Year

While the exact landscape of the 2020–21 academic year is unclear at the time of this writing, with the intention to resume in-person instruction carefully set but still at risk, the following are the actions in planning and execution that should occur in the service of moving Colgate forward.

1. Update The Third-Century Plan (3CP). 3CP was originally written in the 2018–19 academic year. Formally updated in 2019–20. The DEI Plan needs to be

better integrated into 3CP and not sit somewhat astride from the University's formal long-term strategic plan.

3. Similarly, the University's Sustainability Plan both needs to be updated and, much like the DEI Plan, better integrated into 3CP.

4.

THIRD-CENTURY PLAN COLGATE UNIVERSITY

A Comprehensive and Long-Term Framework for Colgate University

Introduction

Colgate University, now entering its third century, is a distinctive and strong undergraduate liberal arts institution of national reach and reputation. It has an excellent faculty, who are scholars and teachers of the first order. It attracts students of achievement and promise from around the nation and the world. Its alumni have obtained remarkable success as national civic, commercial, and community leaders, and they remain deeply interested in and loyal to Colgate. The University enjoys a campus of remarkable beauty. Further, Colgate's intangible qualities — its energy, its unique size and character, its history — make it distinctive in the landscape of higher education. Colgate University looks toward its third century, therefore, with both pride and a sense of possibility.

Colgate now seeks to pursue its mission at an even higher level, to establish the University, more firmly than today, as one of the small handful of truly outstanding colleges and universities in the nation and the world.

This Third-Century Plan is a long-term plan for that quest, a framework to help guide the trustees, the alumni and friends of the University, the administration, and the faculty over many years — even decades — as Colgate seeks to achieve the highest fulfillment of its mission. As Colgate enters its third century, it is incumbent on those who steward the institution and those who enjoy its current benefits to determine which initiatives will best strengthen the University and then to vigorously pursue those initiatives over many years. The

Board committee structure designed to focus trustee work on long-term strategy and the oversight of its fiduciary obligations. Four new programmatic committees were created — Academic Mission and Programs, Campus Life and Programs, University Outreach, and University Resources — to align Board activity with the major planning efforts of the campus. These committees — newly constituted and charged — have established a long-term strategic view and have sought to establish, with campus committees, the priorities for each of their respective areas.

On campus, meanwhile, a strategic planning effort was launched that was designed to use existing campus governance. In 2018, the University president charged a number of campus committees to develop long-term plans in key areas of the University. These committees — some standing faculty governance committees, some specially constituted task forces and working groups — worked in earnest throughout the 2018–19 academic year. These committees, when beginning their work, took careful notice of the many reports and recommendations created by faculty committees that had gone before them. In a number of areas — the arts, residential life, campus planning generally — there were actually dozens of prior reports and studies to guide present work. This plan, thus, represents the accumulated effort of decades of Colgate faculty and trustee work.

In the 2018–19 year, the faculty voted to expand the membership of the Advisory and Planning Committee, a long-standing advisory committee of faculty governance, to allow it to guide the president on the development of this plan. This body will retain its expanded size and charge throughout the 2019–20 academic year, and perhaps past that year, so that it can serve as a coordinating campus-based strategic planning committee.

Through these governance structures, this Third-Century Plan should be continuously monitored and adjusted. This plan should serve as a living document, not a static plan that, once adopted, sits on shelves in decanal offices, neither guiding administrative action nor inspiring the campus or its constituents.

SECTION I

Attracting and Supporting Outstanding Students and Faculty

Attracting, retaining, and supporting talented and diverse students, faculty, and staff.

A university is, at its core, the product of the people it attracts and a union of individuals in service of learning. Truly talented students, a leading faculty, and professional staff are all required for Colgate to be among the finest colleges and universities in the nation. Colgate, therefore, must take those new steps necessary to ensure that it attracts students, faculty, and staff of remarkable promise and achievement.

1. Attracting and Supporting Outstanding Students

Long-Term Goals and Vision: Colgate should seek to garner and apply resources to expand the pool of applicants and to enable the University to enroll the students it seeks: a diverse and talented class of students of increasing promise and achievement.

Colgate has long had success in attracting students of high academic ability. The University is widely known for offering a rigorous liberal arts education and for having a dedicated faculty, distinct programming, and an idyllic campus, among many other factors. Of late, Colgate's scholars programs, including the Alumni Memorial Scholars (AMS), Benton Scholars, and Office of Undergraduate Studies (OUS) program, are notable strengths in recruiting students of outstanding academic promise. However, to meet the ambitious third-century goals for ensuring Colgate's place as a leader among liberal arts colleges, Colgate must further strengthen its ability to admit and enroll the most talented students and those who have a strong affinity to the University. Colgate's capacity to compete successfully for all of these students absolutely depends upon its ability to cast a wide net, and to support those we admit.

Colgate has long relied on the enrollment of a sizeable portion of the entering class whose families can meet the fully stated price of a Colgate education. That the University is able to do so is a testament to its current strong market position. This reliance, however, is also a potential and long-term weakness. Any decrease in the national pool of such students would leave Colgate with two unacceptable options: diminished academic standards (which would, in short order, hurt the University's competitive recruiting position) or diminished revenue.

universities. To hire first-choice candidates in every search, Colgate must take certain critical steps:

Competitive Start-up Packages: Recruiting faculty members with substantial research potential and scholarly/creative activities is highly competitive. Having the ability to provide such candidates with a competitive start-up package is vital to recruitment efforts.

Extended Pre-tenure Leaves: As part of its support for the research mission of tenure-stream faculty, Colgate seeks to establish a flexible four-course pre-tenure leave to allow faculty to engage in a robust program of research during their fourth or fifth years.

Diversifying the Faculty: The current Colgate student body is drawn from 78 nations and 48 states, and represents a

the named holder of the appointment and also an enduring tribute to the visionary donor who establishes it. Endowed chair holders receive dedicated funds to enhance their research efforts in recognition of extraordinary scholarship. Therefore, endowed chairs serve to enhance a culture of academic excellence among the faculty community. Compared to its peers, Colgate has significantly fewer endowed chairs and distinguished professorships.

By increasing the number of endowed professorships and fellowships, the University has an opportunity to raise the profile of Colgate and its faculty while also supporting other academic priorities.

3. Diversity, Equity, and Inclusion

Long-Term Goals and Vision: To fulfill the vision for Colgate's third century, Colgate must be a diverse institution that not only brings diverse perspectives, experiences, and backgrounds to campus but also fosters equity and inclusion.

Diversity, equity, and inclusion (DEI) efforts are absolutely necessary if Colgate is to achieve its third-century ambitions. A Colgate education must include firsthand engagement with a wide range of perspectives and experiences. Students must be exposed to a rich diversity of perspectives and backgrounds in their educational and social experiences in

SECTION II

Strengthening the University's Academic Enterprise

Strengthening the University's academic enterprise and supporting a culture of academic rigor and excellence.

A fundamental foundation upon which Colgate's stronger future rests will be the extent to which the University seeks to continuously strengthen the academic life of the University and nurture a culture in which intellectual rigor marks all of its endeavors.

the traditional academic quad and above the residential and athletic neighborhoods of Broad Street. Through the long-

The critical issues of our time seem to become ever more complex. Never before have the skills of a liberal arts education been more needed to provide both broad and deep inquiry of these critical issues. In its third century, Colgate

education can be considered complete without a robust and sustained engagement with the broader world outside of Hamilton. It is through engagement with the “real world,” in all of its richness and complexity, that a Colgate education comes to life and its value becomes apparent. This engagement often provides students with the best opportunities to challenge themselves and their beliefs, to learn new perspectives firsthand, and to reflect on their place in a broader global community. As a result, Colgate asserts that the broad and deep engagement of students and faculty

Further, Colgate should increase students' access to opportunities to build core skills and gain necessary experience by developing ways to offer applicable training to a wide proportion of Colgate students who seek them. In a competitive marketplace, internships, research, and certain skills-based trainings not only serve as career exploration experiences, but also increase competitiveness for hiring and admission cycles. Unfortunately, many internships are unpaid, and skills-based training is often cost-prohibitive. Aligned with Colgate's commitment to financial aid, career services aims to provide all students access to opportunities to build critical skills, competencies, and experiences known to differentiate job candidates.

Moving forward, behavioral, cognitive, and affective learning assessments will be more fully integrated with career services' student engagement. Greater sophistication in this area will focus career services on providing timely, current, and

(double rooms), the Townhouses offer a more independent style of living as students move down the hill. Students living here are joined with their friends to share a large living area and one or two spacious kitchens depending on the size of the townhouse.

The Townhouses provide the University with the requisite swing space for the upper-level housing renewal. Without this temporary housing, such a renewal would not be possible without reducing temporarily the number of admitted students or providing fewer students with University-owned housing. The Townhouses make possible a Broad Street and College Street renewal over several years.

C. Improved or New Dining and Social Space

A vibrant residential experience is predicated on a strong social experience. Social opportunities, especially in the form of parties, should be safe, open, and attractive to all students. Desirable social spaces should be available in a variety of residential spaces, including fraternities and sororities and interest communities. Thankfully, a reinvestment in the residential inventory will largely address the social spaces within these communities. There will still be, however, a need to create two to three larger social spaces (between 200–350 capacity) in order to hold events and programs that cannot appropriately be held within our residence halls.

As the University considers dining as part of its Third-Century Plan, and the possibility of a renewal of existing dining halls, a renovation might also create a social space if designed in ways that allow it to serve both functions. The design might accommodate study space and/or lounge space for students to socialize between classes. In addition, in order to maximize the residential experience for upper-level students, Colgate might consider an upper-level dining plan that leverages regular contact among students of various communities, class years, and residence halls. Such a plan would allow students to see one another outside of class regardless of where they live or the communities with which they have a liated. Upper-level students might study in an upper-level dining hall, meet as student organizations, and come together during the weekend for brunches and pre-social dinners.

2. Student Wellness

Long-Term Goals and Vision: The health and wellness of Colgate students requires an integrated model that ties together Student Health Services; Counseling and Psychological Services; Shaw Wellness Institute; Chaplain's Office; Division of Physical Education, Recreation and Outdoor Education; and numerous other campus and community partners.

Paralleling national trends, Colgate continues to experience increases in student demand for health, wellness, and counseling services. During the last decade, college and university campuses nationwide have experienced increases in utilization of mental health services, disproportionately higher than the growth in student enrollment. Student use of Colgate's Counseling and Psychological Services (C&PS) mirror these national trends. In 2011–12, C&PS provided services for 18 percent of the student body. During the most recent academic year, C&PS worked with 23 percent of Colgate students; the highest percent recorded in more than 15 years.

exciting campus precinct. Changes to the athletics facilities also hint at a possible revitalization of a part of the campus that is currently marked by parking lots and insu cient



THE THIRD CENTURY PLAN

The Plan for Diversity, Equity, and Inclusion

DIVERSITY, EQUITY, AND INCLUSION AT COLGATE

The celebration of Colgate's Bicentennial year saw the University adopt, first, a Vision Statement that defined a number of foundational pillars of the University. These include the intellectual strength and rigor of the academic program, the enrollment of outstanding students, and the ongoing development of a strong sense of community marked by affection, ritual, and pride. Through the work of numerous governance committees, both on the campus and within the Board of Trustees, the University, adopted a long-term plan for its future, The Third-Century Plan. The Plan's future,

Diversity, equity, and inclusion (DEI) efforts are absolutely necessary if Colgate is to achieve its third-century ambitions. A Colgate education must include firsthand engagement with a wide range of perspectives and experiences. Students must be exposed to a rich diversity of perspectives and backgrounds in their educational and social experiences in order to be prepared to engage the world beyond college. The faculty, staff, and students must reflect the diversity of the world, and this diversity must be supported through equity and inclusion in all of Colgate's programs and policies.

strongest possible foundation for excellence as a university. Diversity, equity, and inclusion should be understood as working together to enrich the academic mission of the University, and as a necessary element in effectively preparing students to contribute to the wider world. The goals and action items presented herein are all aimed, one way or another, at more concretely grounding this understanding in the ongoing work of the University.

BACKGROUND AND HISTORY

Colgate has reason to be proud of the history of faculty, students, and staff who have challenged bigotry and oppression on and off campus, and who have led the effort to advance campus diversity, equity, and inclusion. This history and these efforts have had a lasting impact on the University. The ALANA Cultural Center and Haven, for example, have made profound contributions to the strength and well-being of Colgate's campus, and these are just two cases of lasting change created through the dedicated labors of students, faculty, and staff. Past efforts serve as the foundation on which current efforts must build.

Many of the advances Colgate has made toward becoming a more inclusive campus have initially sprung from campus advocacy. One of the earliest large-scale efforts to make Colgate a more inclusive campus was led by the Association of Black Collegians in 1968 and 1969. This activism was born out of an incident in which two white students fired a starter's pistol as black students walked on Broad Street, but quickly expanded to call for a broader consideration of the challenges faced by black students on Colgate's campus. Talks between the students and the administration led to a joint fundraising effort that created the first cultural center at Colgate, the forerunner of today's ALANA Cultural Center, which was constructed in 1989, in recognition that all students of color would benefit from the kind of dedicated space for which the Association of Black Collegians had fought in 1969. This early contribution to the strength of the campus recognized that thoughtful and strategic efforts and resources would be required if Colgate's history as an institution focused solely on the education of white men were to successfully evolve into something more richly diverse.

In the years since, Colgate (like many other educational institutions with similar histories that diversified their

- The student advocacy beginning in 2014 under the banner of “Colgate for All,” in which student activism culminated in a list of action items to which the University began responding under President Jeffrey Herbst. Student activism in 2014 and 2015 helped lead to some important changes (including the launching of Haven and the creation of a SANE Nurse program for Madison County), while other efforts are still ongoing (the meaningful use of knowledge of inclusive communities in job descriptions and performance evaluations, for example).

Despite some meaningful achievements, slow progress on other fronts has been frustrating for many, particularly in the context of student experience, where changes that take more than a few years can have no meaningful impact on

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INITIATIVES

The following items reflect recommendations drawn from numerous campus working groups, the history of DEI work at Colgate, and best practices drawn from other institutions. Each item is assigned to a specific department or departments or committee and given a date for completion. It is important to stress here that this plan represents an attempt to set a foundation for ongoing work. Therefore, any given due date will not mark the end of the work in any area; rather, these dates represent the expected delivery of one step, a step required for the next steps to be taken.

I.

Responsible: Senior adviser to the president; Executive director for equity and inclusion; Human resources; all divisions
Target Date: By spring 2020 performance review cycles

The University will conduct an equity-focused policy analysis of all of Colgate's policies. An equity-focused policy analysis considers the impact of policy on the distribution of power, access to resources and knowledge, and the reproduction of social stratification. The application of an equity perspective requires policy makers to assess policy by considering who benefits, who loses, and how low-income and marginalized groups fare as a result of the policy. An equity-focused analysis provides a lens that brings into focus how policies and practices can create or worsen inequalities for some groups. An equity-minded lens can also help identify equity "assets," or policies that may already be in place that advance equity. The first step of this process will be to collect all those divisional policies not already contained in the Student, Staff and Faculty Handbooks, a project that has already begun.

Responsible: President's office
Target Date: Tentative target of fall 2020 (completion of this large project could require leadership from the new vice provost this plan calls for hiring)

As recommended in an ALANA Affairs Board report from 2012, Colgate will develop and implement multicultural competency training to be offered to all staff through the new hire orientation program, and made available to faculty. This training will meet the standards defined in Appendix A of this planning document.

In addition, Colgate will identify specific training needs relating to job functions for staff working closely with students and alumni, and will ensure funding is available for regular annual training in those areas. Some key departments include the counseling center, campus safety, the admission and financial aid offices, and alumni relations. All training will meet the standards defined in Appendix A of this planning document.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president; Ad hoc DEI curriculum group
Target Date: Curriculum under development; to be rolled out for staff by the summer of 2020

Beginning in the spring of 2020, and thereafter, the Office of Equity and Diversity and the executive director for equity

and inclusion, equal opportunity, and affirmative action will help the Office of Human Resources direct funding to offer all employees opportunities to participate in professional development specifically related to topics on diversity and inclusion. This planning document.

Responsible: The Office of Equity and Diversity; President's office;
Legal affairs
Target Date: Begun spring 2019; recommendations for changes by spring 2020

The University will build funding for MOSAIC activities into its operating budgets, and the Office of Alumni Engagement will report annually on the efforts of the MOSAIC program to better serve alumni from historically underrepresented groups.

Responsible: Finance and administration division;
Institutional advancement division
Target Date: In the current budget request cycle for the 2020-2021 fiscal year; first report in the summer 2020 DEI annual report

The admission department will expand efforts that are designed to engage high school students from underrepresented backgrounds, and will report on these efforts through Colgate's annual DEI report to the campus. Programs to be reported on should include memoranda of understanding (MOUs) with Community-Based Organizations (CBOs); hosted bus trips to campus for multicultural groups; visiting CBOs across the country; and access and DEI-oriented webinars/workshops, attendance/presentations at DEI conferences where counselors from secondary education and community organizations are represented.

Responsible: Admission and financial aid division
Target Date: Ongoing, update in summer 2020 DEI annual report

The Office of Admission will continue to build the diversity of incoming classes across the metrics of difference that are the focus of this plan, and will prepare strategies that will allow these efforts to continue in the face of an evolving legal landscape and of potential regulatory resistance to the practices currently used to ensure racial and ethnic diversity. These efforts will be shared through Colgate's annual DEI report to the campus.

Responsible: Admissions and financial aid division; Legal affairs
Target Date: Briefing on legal status by the end of the fall 2019 semester and strategy proposals by spring 2020

The Executive director for equity and inclusion, equal opportunity, and affirmative action and the senior adviser to the president will work with key DEI practitioners on campus

to develop protocols and mechanisms to support employee development related to University expectations (e.g., position description and behavioral competencies), including expectations on awareness of and contributions to inclusion efforts. These will expand beyond "check the box" rubrics, and will be held to standards as drafted in Appendix A of this planning document.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action;
Senior adviser to the president; Ad hoc DEI curriculum development group
Target Date: By fall 2020

The human resources department will, in collaboration with the SAAOC, consistently conduct robust staff exit interviews, to include the development of an online exit survey tool for those who prefer this mode, with the goal of providing more meaningful information for ongoing analysis of the reasons that staff depart. Aggregated details of these efforts will be shared through Colgate's annual DEI report to the campus.

Responsible: Senior adviser to the president; SAAOC; Human resources; Office of Institutional Planning and Research
Target Date: Ongoing; relevant themes to be shared in the DEI annual report, summer 2020

Funding will be provided to support and enhance the

will be shared through Colgate's annual DEI report to the campus.

Responsible: Dean of the college division; Office of Admission; Office of Institutional Planning and Research

Target Date: By fall 2020

II. Equity in the Student Experience

Colgate will make use of both the quantitative data from the HEDS Sexual Assault Survey, and the stories shared by survivors through various channels to develop new programs and/or refine existing programs for preventing sexual violence and addressing the contexts in which it occurs on and around campus.

Responsible: Counseling center; Institutional planning and research; Dean of the college division; Haven

Target Date: By summer 2021

Colgate will continue its subsidy for online counseling sessions with counselors of color at any time the demand for such counselors exceeds the available supply.

Responsible: Counseling center; Dean of the college division

Target Date: Ongoing

Given the importance of the athletics environment in shaping the experience of student-athletes, the division of Physical Education, Recreation, and Athletics (PERA) will provide a consistently available space for student-athletes of color and other historically underrepresented identities and regular opportunities to provide feedback regarding their experiences at Colgate.

Responsible: Physical education, recreation and athletics division

Target Date: By spring of 2020

Because Community Leaders (CLs) play a crucial role in shaping the experience of students, and particularly new students, the Office of Residential Life will provide expanded training and development opportunities to support CLs in building community among diverse groups of residents. (This training might well be appropriate for other student leaders as well, including Link staff and departmental ambassadors.) This training will meet the standards defined in Appendix A of this planning document.

Responsible:

All search committees for staff positions will be trained in avoiding bias as part of the protocol for engaging in their work.

Responsible: The executive director for equity and inclusion, equal opportunity, and airmative action; Senior adviser to the president

Target Date: As soon as practicable, and no later than summer of 2020

In an effort to support the development of robust and diverse pools, the Human Resources Department will identify barriers to recruiting candidates from outside of a 20-mile radius of Hamilton for positions primarily recruiting from that area, and, where possible, will remove these barriers. Details of these programs or initiatives will be shared through Colgate's annual DEI report to the campus.

Responsible: Human resources

Target Date: By spring 2020

The University will commit to building diverse pools of applicants for faculty positions in order to be able to recruit a more diverse body of faculty. In addition to current efforts to help committees avoid bias, this commitment could include (but is not limited to) pipeline enhancements such as developing relationships with historically black colleges and universities (HBCUs), dissertation fellowship programs, postdoctoral programs, and cluster hires.

Responsible: Institutional Advancement; Dean of the faculty division

Target Date: Ongoing, with report on progress by the first DEI report in summer 2020

Colgate will partner with the Consortium for Faculty Diversity (CFD), with the goal of hosting CFD scholars each academic year.

Responsible: Dean of the faculty division

Target Date: The partnership has been launched. Colgate will identify fellows during the 2019-2020 academic year who could begin in the fall of 2020

IV. Retention and Development of Diverse Faculty and Staff

Colgate's human resources staff will assist the executive director for equity and inclusion, equal opportunity, and airmative action and the senior adviser to the president in developing a career pathways program to address the challenges that staff from historically underrepresented groups have often had in building longer-term careers at

Colgate. This program will be made available both through departmental mentors and directly through human resources, and its success will be measured in terms of staff advancements and retention.

Responsible: Executive director for equity and inclusion, equal opportunity, and airmative action; Senior adviser to the president; Human resources

Target Date: By fall of 2020

Colgate will offer defined paid break time to new mothers who need to nurse or breast pump and provide a list of rooms suitable for lactation across campus as well as protocols for ensuring availability.

Responsible: Human resources

Target Date: Policy was updated to allow for paid breaks in the 2018-2019 academic year; updated list of locations to be defined by the spring 2020 semester.

Colgate will purchase and maintain a membership in NCFDD (the National Center for Faculty Development and Diversity) which offers professional development, training, and mentoring for faculty members and postdocs, and will make these services available to academic faculty.

Responsible: Dean of the faculty division

Target Date: Membership purchased fall 2019; communication and rollout to faculty fall 2019

Colgate will engage in an in-depth analysis of the retention of faculty of color in order to better understand the ways in which our institution might better support these faculty in developing their professional lives at Colgate.

Responsible: Dean of the faculty division; Office of Institutional Planning and Research

Target Date: By summer of 2020

The Human Resources Department will develop enhanced guidelines for "casual wage" hiring to include a careful consideration of whether these arrangements serve the employees and the institution well. The University will also create a "part-time, regular, non-benefited" employment category, and new employees hired into this category of position will be included fully in onboarding and orientation programs. The Human Resources Department will explore professional development/lines of progression for "casual wage" and union employees to include (but not be limited to) protocols related to participation in University activities related to development (e.g., brown bags, training) and service (e.g., committee work).

Responsible: Human resources; SAAOC
Target Date: Winter 2020

Human resources will also begin a review of long-term casual positions to determine if the community would be better served by transforming any of these positions into benefited positions.

Responsible: Human resources; Executive director for equity and inclusion

Responsible: The Office of Equity and Diversity; Senior adviser to the president; Communications division
Target Date: By spring 2020

As required by New York State law, Colgate will develop and deliver annual harassment training for all employees.

Responsible: The Office of Equity and Diversity
Target Date: Completed in time to meet the state deadline in fall of 2019, but this training will need to be updated and improved for the 2020-2021 academic year.

The Division of Physical Education, Recreation and Athletics (PERA) will conduct a comprehensive gender equity review of its program.

Responsible: Physical education, recreation and athletics division
Target Date: April 2020

Colgate will continue the practice of installing gender-inclusive restroom facilities in new buildings, and will publish a map of facilities for the use of its community members and visitors. The University will also explore options for other gender-inclusive facilities (showers, locker rooms, etc.).

Responsible: Communications division; Gender-inclus (Fn79> BDC (r on;(s)10 (,8blei0.1lynsible:))20.1 (ofongo0 (tSpan<</ActualText<FEFF0009>>> B

Responsible: Institutional advancement division; Dean of the faculty division

Target Date: Work to begin immediately, with a target to begin bringing visitors in the 2020-2021 academic year

VI. Responsiveness

Student satisfaction with campus climate has consistently

APPENDIX A: DEI TRAINING STANDARDS

- Training will relate to ongoing efforts to create a practice of equity and justice within the organization
- Training will address one of the following subjects:
 - Knowledge of one or more cultural frameworks,

THE THIRD CENTURY PLAN

Sustainability Plan

climate action and sustainability. In the Bic2mtion and sustaina Bicln a19.9 (Plan)JTJ gs-1(2)4 Td.InlityIn,the

The university more formally committed to sustainability in 2009 with the signing of the American College and University Presidents' Climate Commitment (ACUPCC), since rebranded as Second Nature's Carbon Commitment, and the hiring of the university's first sustainability director. The Carbon Commitment requires Colgate to: 1) measure its greenhouse gas emissions on an annual basis, 2) develop and implement a climate action plan with mitigation strategies to reduce those emissions, 3) achieve carbon neutrality by setting the remaining emissions a specific date, and 4) make carbon neutrality and sustainability a part of the curriculum and educational experiences for all students.

In 2011, with the guidance of the Sustainability Council, Colgate produced its first Sustainability and Climate Action Plan as part of its institutional commitment to carbon neutrality. The 2011 Sustainability and Climate Action Plan established 2019 -- the institution's bicentennial -- as Colgate's carbon neutrality date, and created a five-year road map to advance sustainability and reduce carbon emissions on campus.

By all accounts, the 2011 Sustainability and Climate Action Plan was a success. We initiated or fully implemented nearly all of the strategies detailed in the report. These included student and staff education and behavior change programs, installation of low-flow showerheads across campus, completion of numerous lighting upgrades, construction and renovation of LEED certified buildings, switching from fuel oil #6 to natural gas in our central plant, installation of a solar thermal renewable energy system on 100 Broad Street, installation of geothermal energy at Chapel House, purchasing of hybrid and electric vehicles, installation of charging stations for electric vehicles, the initiation of composting and electronic waste recycling programs, the expansion of our bike rental and recycling programs, and the creation of a student-run organic vegetable garden.

These projects are just a few of the dozens of initiatives we have launched over the past few years. As a result, since our baseline inventory in 2009, we have reduced our:

- net campus carbon footprint by 8,822 MTeCO₂, a 53 percent reduction;
- z scope 1 and scope 2 emissions by 983 MTeCO₂, a 10 percent reduction;
- z energy consumption in our central heating plant by 6,691 MMBtus, a 2 percent reduction;
- z electricity consumption by 1.4 million kilowatt-hours, a 5 percent reduction;

- z water consumption by about 15.3 million gallons of water, a 20 percent reduction;
- z land fill waste by 64 tons, an 8 percent reduction; and
- z

that is essential to developing high-performing, sustainable buildings, as is emphasized in Colgate's Campus Master Plan and Strategic Plan updates.

A faculty, staff, and student Sustainable Food Systems Working group was formed in Fall 2013 and charged by the President with working to increase recognition of the paramount importance of campus food operations for sustainability at Colgate. In summer 2015, partly as a result of this group's work, Colgate contracted with Chartwells to replace Sodexo as its campus food provider. Chartwells has committed to the importance of local food purchasing, sustainable practices, and educating students about the environmental significance of food production and consumption as central aspects of its operations. In addition, the position of Sustainable Dining Manager was created to coordinate sustainability efforts within dining services.

Colgate's leadership also supports sustainability and climate action in ways that extend beyond campus. On November 15, 2015, Interim President Jill Harsin reiterated Colgate's commitment to sustainability and climate action by signing the White House's American Campus Act on Climate Pledge (Appendix 1). In her letter to the White House, Interim President Harsin joined more than 200 other colleges and universities to demonstrate Colgate's support for strong international climate action in advance of the United Nations climate negotiations in Paris (COP-21).

On November 19, 2015, Interim Dean of the Faculty and Provost Constance Harsh joined a select group of higher education presidents, other campus and business leaders, as well as high-ranking government officials in a roundtable discussion at the White House to discuss the ongoing effort to advance climate action in higher education and beyond.

Guiding Principles and Decision-Making Criteria

Colgate's guiding principles for sustainability were adopted in the 2011 Sustainability and Climate Action Plan. Today,

Orientation is a critical time for new students who are coming to campus, as it is their opportunity to begin to assimilate to campus culture. By emphasizing that sustainability is a core value of the institution, new students will feel more inclined to participate. Rather than a formal sustainability presentation, sustainability should be integrated throughout the various orientation programs. Specifically, student research done in the Fall 2015 ENST 390 course provided valuable recommendations that we can pursue including:

- Eliminating plastic cups and plastic water bottles at all events
- Educating new students on waste disposal at waste container sites
- Incorporating meetings with sustainability interns into Link training
- Reducing paper by providing orientation materials through electronic means

COMMITMENT: Institute optional graduation pledge for Class of 2018 by December 31, 2017.

Lead responsibility: Director of Sustainability.

By implementing an optional graduation pledge for our seniors, it provides our students an opportunity to make a symbolic commitment before representing themselves and Colgate University in the workplace. Fortunately, the Graduation Pledge Alliance has already created language for Colgate to consider: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

COMMITMENT: Link student academic experience to on-campus operational practices by September 1, 2017.

Lead responsibility: Director of Sustainability, Associate Vice President for Facilities, Director of Planning, Design, and Construction.

The student educational experience can be enhanced when concepts of sustainability taught in the classroom are combined with opportunities for students to get involved with campus decision-making processes. Specifically, we

Because the Core Curriculum is a required component for all Colgate students and one of the primary vehicles for achieving the Goals of a Colgate education, faculty members on the Sustainability Council and beyond have begun to work with the university professors and staff of both Core 152 (Challenges of Modernity) and Core Communities and Identities (e.g., Core Arctic, Mexico, Russia, South Africa) to develop modules and approaches that will allow for exposure to sustainability and climate change issues. To this end, one of the concurrent sessions at the Spring 2015 White Eagle Core pedagogy retreat was devoted to "Sustainability and Social Justice in the Core." Looking forward, a sustainability module for Core 152 could revolve around an important environmental text (e.g. Silent Spring by Rachel Carson) while topics for Core Communities and Identities could be customized for the country or region studied (e.g. the 2005 Tsunami for Core India). In addition, the Core could sponsor an open lecture for all students of the Core on climate change and Colgate's commitment to carbon neutrality each semester or academic year by a Colgate faculty member or invited speaker who has relevant expertise. In the longer term, the Core could incorporate an official sustainability component during its next revision (~10.1 (a)20 (unf tw5hallenges)20

Formal Co-Curricular Programming:

The long-standing Environmental Studies Brown Bag

renovate, and operate our buildings has significant impacts on our energy use, budget, and ecological and carbon footprints and, therefore, must be an essential component of Colgate's sustainability and climate action planning.

Fully implementing the following actions, guidelines, and strategies will help Colgate significantly reduce energy, water, material consumption, and operating costs from buildings.

COMMITMENT: Integrate Colgate's Green Building Standards into the university's Building Design and Construction Standards, and put them into practice by July 1, 2017.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

With the completion of Colgate's Green Building Standards in 2015, the university must now ensure that the strategies highlighted in the standards are put into routine practice. One way to accomplish this is to roll the Green Building Standards into Colgate's existing Building Design and Construction Standards. This will encourage project managers and all bidding contractors to consider sustainability, performance, and overall energy use and carbon emissions from the outset of all building projects. Together, this will fundamentally improve the way we design, construct, renovate, and operate buildings on campus.

COMMITMENT: Complete Energy Master Plan by July 1, 2018.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

In order to effectively reduce carbon emissions, Colgate needs to develop a comprehensive plan for managing energy on campus, now and in the future. Colgate's energy master plan will benchmark and track energy cost and use, strategically identify and prioritize energy efficiency and conservation measures, energy purchasing and financing, and analyze and evaluate future trends and alternative energy opportunities. Colgate's Energy Master Plan will emphasize the following components essential for an effective energy management program:

- Benchmark and track energy cost and use
- Evaluate the Energy Use Index (EUI) for all major campus buildings
- Establish energy reduction and performance goals
- Conduct energy audits
- Identify, analyze, and prioritize specific energy-saving

opportunities that include:

- Lighting and controls upgrade plan (interior and exterior lighting)
- An evaluation and implementation of a recommissioning program for existing buildings and new construction.
- An evaluation of continuous commissioning in existing buildings as well as implementation in new construction.
- Implement energy saving projects and training programs
- Evaluate and recommend renewable energy technologies for Colgate's energy supply
- Monitor progress and report results
- Establish feedback loop for continuous improvement

COMMITMENT: Expand natural gas along Broad Street and other campus buildings to replace fuel oil #2 by July 1, 2018.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

Replacing fuel oil #2 with natural gas will reduce carbon emissions, utility costs, and improve local air quality. This process is already underway and will eventually include the remainder of Broad Street houses and the Townhouses. Once these upgrades are complete, Colgate will reduce greenhouse gas emissions by a combined estimate of 500 MTeCO₂.

Transportation

In 2015, transportation accounted for 6,503 MTeCO₂ or over 45 percent of Colgate's carbon footprint. Emissions from transportation include:

- air travel (4,297 MTeCO₂);
- faculty and staff commuting (806 MTeCO₂);
- employee business ground travel (588 MTeCO₂);
- Colgate's vehicle fleet (570 MTeCO₂);
- varsity athletics ground transportation (132 MTeCO₂); and
- Cruiser bus service (110 MTeCO₂).

COMMITMENT: Colgate will replace its current vehicle fleet with zero-emission or low-emission vehicles on a rolling basis.

Lead responsibility: Associate Vice President for Facilities and Director of Sustainability.

vehicles, and 5 Campus Safety vehicles) and is responsible for approximately 570 MTeCO₂ emissions per year, about 4 percent of Colgate's total emissions.

In 2015, Colgate partnered with Enterprise to lease cars and vans in our vehicle fleet. As part of this arrangement, Colgate will replace larger vans with smaller, more fuel-efficient options. Additionally, we will continue to monitor the availability of electric, hybrid, and compressed natural gas powered vehicles that will be able to meet our transportation needs.

COMMITMENT: Continue collaborating with First Transit Inc (Cruiser and on-demand service) and Wade Tours and Hale Transportation (charter service) to emphasize low-carbon operations that reduce our environmental and carbon impacts.

Lead responsibility: Director of Purchasing and Director of Sustainability.

The Colgate Cruiser was responsible for approximately 110 tons emissions in Fiscal Year 2015 or 0.8 percent of Colgate's total emissions. While its emissions are minimal, its cost to the university is substantial, so, independent of the Climate Action Plan, the university will want to ensure that the Cruiser is operating in the most efficient way possible. Opportunities to improve sustainability while reducing carbon emissions include:

- switching fuel from diesel to biodiesel, propane, or compressed natural gas (CNG);
- implementing and enforcement of a no idling policy;
- creating efficient routes that maximize occupancy;
- creating maintenance schedules that prioritize fuel efficiency through routine tune-ups, optimal tire pressure, and well-cared-for equipment overall;
- accurately tracking of fuel use, miles, emissions (especially greenhouse gas emissions) and how and when they share that data with Colgate; and
- creating an overall institutional commitment to sustainability principles, values, and practices.

COMMITMENT: Implement an air travel carbon footprint report card by division in order to raise awareness by September 1, 2017.

Lead responsibility: Director of Sustainability and Sustainability Council.

In 2009, Air travel was responsible for 4,647 MTeCO₂ emissions, nearly 27 percent of Colgate's total emissions. Fast forward to 2015 and air travel accounted for 4,297 MTeCO₂ emissions and that includes a significant reduction in carbon intensity per air mile traveled - a reduction in overall emissions but now over 30 percent of Colgate's total greenhouse gas emissions.

Clearly, air travel plays a vital role in Colgate's educational mission and many university functions, a role that is arguably exacerbated by Colgate's rural location and our commitment to other institutional priorities. Faculty travel by air to support research and conference participation, for example, and professional staff throughout the university require air travel to pursue their work. Colgate's commitment to robust off-campus study opportunities, as well as to Division I athletics, also underscores the centrality of air travel to the university's mission.

Even though there has been a significant reduction in greenhouse gas emissions per mile of air travel since 2009, air travel remains a carbon-intensive form of transportation. Therefore, any reduction of the carbon emissions associated with Colgate's business-related air travel will need to stem from a reduction in air miles traveled. The vast majority of Colgate's air travel emissions will eventually have to be offset in order to achieve the overall goal of carbon neutrality by 2019.

Our commitment here is to explore ways of raising awareness for faculty, staff, students and departments about the actual cost to offset components of the carbon footprint for which they have direct influence. For example, in 2015 we implemented Concur and partnered with Christopherson Business Travel. As a result of these new processes, every employee receives information that includes greenhouse gas emissions in addition to cost when choosing itineraries. Additionally, we may extract data from the Concur system and automate sending a summary of the carbon footprint for travel (airline and mileage) to each department. While a carbon footprint report card may not directly result in fewer miles traveled, it is a first step in linking air travel decisions with our campus carbon footprint and carbon neutrality goal. We anticipate reports like these might serve as motivation to set the stage for charging back departments for the expenses related to offsetting their footprints.

COMMITMENT: Complete user-friendly guidelines for business ground travel that include best practices for reducing costs and environmental impacts by September 1, 2017.

Lead responsibility:

increased recycling rates, and changing social norms.

Paper use and behavior change are also important areas where mitigation is possible. In Fiscal Year 2009, Colgate consumed over 12.8 million sheets of paper which is equivalent to over 130,000 lbs. or 65 tons. This contributed to over 278,000 lbs. or 139 tons of greenhouse gas emissions. In 2015, Colgate reduced its campus-wide paper consumption by nearly 8 million sheets of paper or by 62 percent. This resulted in nearly \$120,000 of avoided annual spending and a reduction of 17 tons of greenhouse gas emissions. Consuming less paper, recycling more of it, and purchasing recycled or tree-free paper are all strategies that have reduced emissions. Additionally, there are many opportunities to reduce land II waste due to behavior change or changes in social norms on campus. Colgate's Green Raider and Green Office Programs have made an impact on land II waste generation on campus.

Looking forward, Colgate needs to continue to improve and grow these programs so less waste is generated and more is diverted from the land II. Opportunities such as replacing one-time use disposable containers with reusable options are necessary for reducing land II waste on campus. And, finally, composting organic matter (yard waste and food scraps) can result in huge reductions in our land II waste stream. Perhaps the single most important strategy Colgate could implement to reduce land II waste would be to expand our existing composting program. By weight, food scraps make up a significant portion of our land II waste.

COMMITMENT: Reduce land II waste by an additional 100 tons from about 750 tons in 2015 to 650 tons in 2019 with an aspirational goal of becoming a zero-waste campus by 2025.

Lead responsibility: Associate Vice President for Facilities, Director of Operations and Maintenance, and Director of Sustainability.

Water Conservation and Protection

Since 2011 and the implementation of our Sustainability and Climate Action Plan, Colgate has reduced the amount of water use on campus by 15.3 million gallons, a 20 percent reduction, resulting in over \$150,000 in avoided annual spending. This is the result of widespread water conservation and efficiency measures highlighted by the installation of over 500 low-flow showerheads along with water-saving toilets and faucets, the switch to trayless dining in Frank Dining Hall, and the upgrade of our animal tanks in biology labs.

As a result of these and other programs, we more than doubled our 2015 goal of reducing water consumption

by 6 million gallons. Building on our past successes, Colgate needs to continue to expand and grow these water conservation programs. Reducing irrigation on our athletic fields and golf course presents a good opportunity. Raising awareness and supporting our Green Raider and Green Office Programs can go a long way in further reducing water consumption at Colgate. Perhaps the most aspirational project(s) the university could implement would be to utilize water reclamation and biofiltration technologies to recycle greywater for non-potable uses on campus.

COMMITMENT: Reduce water consumption by an additional 10 million gallons from about 60 million gallons in 2015 to about 50 million gallons by July 1, 2019.

Lead responsibility: Associate Vice President for Facilities and Director of Sustainability.

Ecosystems and Land Stewardship

Colgate owns approximately 1,780 acres of land of which 515 acres include the built environment, 876 acres are protected forest, and 389 acres are leased to local farmers. The built environment includes Taylor Lake, the Seven Oaks Golf Course, and over 2,200 inventoried trees. The Chenango Valley provides a scenic backdrop for Colgate's beautiful campus and historic stone buildings. According to the 2010, 2014, and 2015 editions of the Princeton Review, Colgate was ranked #1 for having the most beautiful campus in the country.

Colgate University recognizes the importance of well-managed forests (both locally and globally) in providing critical wildlife habitat, essential ecosystem services, and in addressing global climate change. As such, we manage our forests with great care and stewardship. In 2014, Colgate's 1,059 acres of forested land received American Tree Farm System certification, verifying our high-level commitment to environmental stewardship and responsible forest management. As a result of our forest stewardship and carbon sequestration work on campus, Colgate has emerged as a national leader in this field.

COMMITMENT: Complete a comprehensive update of Colgate's Forest and Open Lands Stewardship Plan that was published in 2007 by July 1, 2018.

Lead responsibility: Campus forester and Director of Sustainability.

Colgate's Forest and Open Lands Stewardship Plan emphasizes long-term sustainable forestry management that:

- enhances our academic mission through research and teaching;
- provides aesthetic value and ongoing recreational opportunities;
- provides revenue through timber and biomass energy production;
- provides essential ecosystem services such as clean air, water, and healthy soils; and
- protects the diversity and health of the plants and animals that inhabit our forested lands.

COMMITMENT: Complete a full re-measurement of all sample plots identified in our 2013 Forest Carbon Inventory & Projections report by July 1, 2018.

Lead responsibility: Campus forester and Director of Sustainability.

In 2013, Colgate completed our Forest Carbon Inventory & Projections report. Existing forests have not been given serious consideration in addressing carbon neutrality goals on college and university campuses. At Colgate University, we recognize that carbon storage and annual sequestration is among the many assets provided by Colgate's forested lands. Through research and field measurements, we determined that our 1,059 acres of forests contain 165,491 tons of stored carbon while sequestering an additional 1,578 tons of carbon annually. The goal of re-measurement is to determine actual rates of annual sequestration in the permanent sample plots established in 2013.

Food and Dining

The Colgate University community recognizes the significant environmental, health, labor, animal welfare, and climate change implications of how food is produced and consumed. As a result, our university is committed to sourcing our food in a more sustainable way.

In recent years, Colgate has made considerable strides to advance sustainability in dining services, and the effort is ongoing. During the summer of 2010, a student-led effort resulted in the establishment of a 0.5-acre organic community garden on campus and a switch to trayless dining.

owned and the majority owner(s) are community members with full autonomy and local decision-making authority with respect to business practices.

Action Plan (S-CAP), the university set aside a reserve to fund S-CAP projects. The current balance of this reserve is \$200,000 and will provide initial seed funding. Second, the university is undergoing feasibility studies for a number of projects that will result in reductions in our carbon footprint as well as cost savings (e.g. recommissioning Ho Science Center, mechanical systems upgrade for Wynn Hall and Olin Hall). These projects will eventually be funded through our capital projects reserves. We will select projects totaling \$1 million with a return on investment (ROI) of seven years or less and reinvest the resultant cost savings into the GRLF. Third, donors who express interest in support of Colgate's sustainability and carbon neutrality goals will be encouraged to invest in the GRLF.

COMMITMENT: Investigate and utilize Energy Performance Contracting (EPC) where appropriate beginning on July 1, 2017.

Lead responsibility: Director of Sustainability and Associate Vice President for Facilities.

Energy Performance Contracting (EPC) is a program in which energy and operational savings over a specified time period are used to fund infrastructure improvements, usually through a financial arrangement provided by a third-party financial institution. The projects are designed so that the annual energy and operational savings are greater than or equal to the required payments over the term of the contract, leaving a net neutral impact on a customer's budget, and are often accompanied by guarantees that the savings produced by a project will be sufficient to finance the full cost of the project.

Up to the present, EPC has not been seen as an attractive option for Colgate for two main reasons:

- Under EPC, the benefits from energy improvement measures accrue largely or completely to a third party, at least for a given time period
- Low electricity rates in the village of Hamilton have made it a challenge for providers of EPC agreements to realize returns from many typical projects.

However, after our carbon neutrality commitment date of 2019, Colgate will be required to purchase carbon offsets (see section 5) for any emissions still being generated. Under these conditions, even if an EPC agreement in itself is revenue neutral for Colgate, it would be a savings due to avoided offset purchases.

Although in the near future, the low electricity rates will continue to make it challenging to realize benefits of energy efficiency projects in a reasonable time frame, Colgate should continue to pursue performance contracting as a possible mechanism to implement projects as it approaches the carbon neutrality date of 2019.

COMMITMENT: Investigate Federal, State and Local Funding Opportunities on an ongoing basis. Develop suite of shovel-ready projects by July 1, 2018.

Lead responsibility: Director of Sustainability, Associate Vice President for Facilities, and Associate Director, Corporate, Foundation & Government Relations.

Funding for sustainability initiatives is available at the federal, state and local levels through grants, rebates and incentives. Colgate has already received rebates for lighting upgrades in Sanford Field House and Huntington Gym as well as the installation of the solar thermal array at 100 Broad Street. Going forward, it is important to continue to seek such opportunity.

and develop regional sustainable growth strategies in such areas as emissions control, energy efficiency, renewable energy, low-carbon transportation, and other carbon reductions. Federal Environmental Protection Agency (EPA) programs are often targeted for municipalities and might provide opportunities for a partnership. Colgate will continue to explore carbon reductions where it makes sense to partner with the village.

Climate Ready: Resilience and Adaptation

The impacts of climate change are already hitting Central New York and will become more severe in the years ahead. Annual average temperatures in New York State have risen about 2.4°F since 1970, with winter warming exceeding 4.4°F. That makes New York State the 8th-fastest warming state in the country. Aside from rising temperatures, New York State and Central New York, in particular, are experiencing summer droughts punctuated by heavy rain events, heat waves, extreme weather events, and significant shifts in natural seasonal cycles. Our changing climate will impact life in Central New York and campus operations. These include but are not limited to:

- Agriculture
- Budgets and financing
- Buildings and infrastructure
- Disease and human health
- Energy and water resources
- Forest ecosystems, biodiversity, and landscaping
- Local economy

Assessing these impacts and preparing for inevitable change will not only buffer the degree to which Colgate is impacted but also create new opportunities such as strengthening town-gown relations, building resiliency, and reducing energy costs.

COMMITMENT: Complete an initial vulnerability assessment by September 1, 2018.

Lead responsibility: Director of Sustainability.

Building resilience starts with assessing Colgate's exposure and sensitivity to imminent climate change. Evaluating the degree to which our natural, social, and economic systems will be impacted and understanding our vulnerability to these changes is an essential first step in evaluating our climate preparedness and overall risk.

COMMITMENT: Complete an initial adaptation plan by September 1, 2019.

Lead responsibility: Director of Sustainability.
Once we complete our vulnerability assessment and have a better understanding of local risks associated with climate change, it is time to complete an adaptation plan. The adaptation plan should include specific actions that will help build adaptive capacity. Communities and institutions with high adaptive capacity minimize risk and are better prepared to deal with climate change impacts.

Offsets

COMMITMENT: Develop a plan to implement and finance offsets that result in carbon neutrality by 2019.

Lead responsibility: Sustainability Council.

Carbon offsets are investments in off-campus projects that reduce, remove, or avoid greenhouse gas (MTCO₂) emissions. Offsets serve as a counterbalance to emissions from on-campus activities. Carbon offset projects come in many forms but generally fall into two broad categories: 1) projects that reduce or avoid emissions, such as the installation of a wind park to replace a coal-fired energy plant, and 2) projects that sequester or remove greenhouse gases from the atmosphere, such as planting trees that absorb atmospheric carbon as they grow.

While implementing on-campus projects that reduce Colgate's gross emissions is Colgate's top priority, the university must invest in carbon offsets to achieve carbon neutrality by 2019. Significant sources of emissions such as air travel, commuting, ground transportation, and some forms of energy use are currently impossible to eliminate without extraordinary cost or disruption to our academic mission. Since it will be impossible to mitigate all of Colgate's on-campus emissions by 2019, purchasing offsets to achieve carbon neutrality demonstrates that the university accepts responsibility for our operational impact on global climate change. Investing in offsets could also spur innovation and mitigation efforts by creating a financial incentive to reduce emissions that would obviate the need to purchase future offsets on an annual and ongoing basis. By achieving carbon neutrality in 2019, Colgate acknowledges the harm done by its own operations and takes accountability for that harm by 1) reducing emissions on campus and by 2) reducing emissions elsewhere, that is, through investing in high-quality carbon offsets.

Carbon offsets are a legitimate and cost-effective strategy to achieve carbon neutrality in the short-term since it does not matter where on earth greenhouse gas emissions are generated or offset. Once in the atmosphere, carbon can quickly travel around earth's atmosphere and remain for decades or longer, creating climate impacts far away from

the source of emissions. In other words, reducing as much carbon as possible for each dollar spent makes rational sense in terms of global climate change. Therefore, investing in a legitimate carbon offset program can be an effective way for Colgate to mitigate climate change while at the same time taking financial responsibility for our remaining emissions and climate impacts.

The voluntary offset market is mature with generally agreed-upon standards. Colgate can be confident that if we invest in offsets that are certified by one of several well-known institutions (e.g., Verified Carbon Standard, Green-e Climate), the offsets represent real reductions in global net emissions that would not have occurred without Colgate's financing. The process of validating offset projects can be time consuming and complicated, suggesting that purchasing offsets may be more cost-effective than if Colgate initiated its own emission reduction or sequestration projects, notwithstanding possible academic and local community benefits. Nevertheless, a compelling argument can also be made that we should explore local offset opportunities as well. While local offsets will likely be more expensive and more difficult to certify, this situation may change during the coming years, and as an academic institution and significant economic actor in the Central New York region it is incumbent on Colgate to remain vigilant in exploring potential local offset opportunities.

In Fiscal Year 2012, Colgate entered into an agreement with Patagonia Sur for the purchase of 5,000 tons of forestry-based offsets per year for 15 years. The reforestation project is in The Patagonia Sur Nature Reserve in the Palena province of southern Chile in Valle California. Over the course of the 15 years, approximately 225,000 native trees will be planted on roughly 428 acres of land that is the Colgate University Forest. The Patagonia Sur reforestation project received Verified Carbon Standard (VCS) certification. Importantly, the agreement has created academic and research opportunities for students and faculty within the Colgate Forest and The Patagonia Sur Nature Reserve in general.

Besides our investment in Patagonia Sur offsets, Colgate will need to invest in additional offsets to achieve carbon neutrality in 2019. At the time of this writing, Colgate's Office of Sustainability is working with Second Nature and other leading institutions to update the offset protocol and guidelines for higher education. As this work unfolds, there will be increased opportunities and guidance for Colgate to invest in cost-effective, high-quality, and academically beneficial carbon offset projects. For now, based on future emissions projections as well as current offset protocols

and costs, we estimate that Colgate will need to spend approximately \$144,000 per year in offsets to achieve carbon neutrality.

COMMITMENT: Form a Carbon Offset Working Group to evaluate and recommend offset options by July 1, 2018.

Lead responsibility: Sustainability Council.

As always, it is important for Colgate to remain vigilant for new opportunities in offset programs. In the meantime, we recommend that in Academic Year 2016-17, the Sustainability Council form a Carbon Offset Working Group to formally evaluate and recommend offset options for the university. The working group should:

- Evaluate renewable energy certificates (RECs) or green tags. RECs are specifically designed to mitigate Scope 2 emissions from electricity generation and consumption. RECs are characterized by the creation of renewable electricity whereby clean energy production displaces or reduces demand for more traditional carbon-intensive forms of energy. More specifically, RECs represent the environmental benefits (or attributes) received by the displacement of conventional fuel use, such as coal, oil, or gas. One REC is representative of one megawatt-hour (MWH) of electricity (1,000 kilowatt-hours) and allows the purchaser to support renewable energy production even though they themselves may not use the renewable energy. Purchasing third-party certified RECs (such as Green-e) can be a cost-effective way for Colgate to mitigate its emissions associated with electricity consumption and presents a promising opportunity for Colgate to support renewable electricity generation while achieving carbon neutrality by 2019.
- Place a high value on academic and research opportunities that go hand-in-hand with an offset program.
- Consider community-based and/or local investment options.
- Invest in high-quality offsets that are either third-party certified or have direct and measurable carbon and community benefits.
- Evaluate all options for socially responsible, community-based, economic, and environmental co-benefits.
- Make appropriate budgetary recommendations for Fiscal Year 2019. Colgate will need to budget for offsets by October 2018.

To achieve carbon neutrality in 2019, Colgate will need to complete our inventory of emissions in the fall of 2019 and

increasing the purchase of sustainable foods on campus.

- Complete an initial sustainability audit of dining services that includes waste production as well as water and energy consumption by September 1, 2017.
- Complete an action plan for advancing overall sustainability in dining operations that emphasizes sustainable food procurement and waste, water, and energy reduction by September 1, 2017.
- Financing
- Fund and Implement a Green Revolving Loan Fund (GRLF) by September 1, 2017
- Investigate and utilize Energy Performance Contracting (EPC) where appropriate beginning on July 1, 2017.
- Investigate Federal, State and Local Funding Opportunities on an ongoing basis. Develop a suite of shovel-ready projects by July 1, 2018.
- Climate Resiliency and Adaptation
- Complete an initial vulnerability assessment by September 1, 2018.
- Complete an initial adaptation plan by September 1, 2019.
- O sets
- Develop a plan to implement and finance o sets that



THIR D-CENTURY PLAN
COLGATE UNIVERSITY

In May 2019, the Colgate University Board of Trustees, faculty, and Alumni Council approved and endorsed The Third-Century Plan, a comprehensive plan that seeks to pursue Colgate's mission at its highest level and establish Colgate as one of the very finest undergraduate institutions in the nation.

The Third-Century Plan is continually monitored by the Board, administration, and faculty to measure progress against its goals and to show effort applied in service of its initiatives. The Status Report provides annual updates against the plan for the University community. Red text indicates next steps.

SECTION I:

Attracting and Supporting Outstanding Faculty, Students, and Staff

A University is, at its core, the product of the people it attracts and a union of individuals in service of learning. Truly talented students, a leading faculty, and professional staff are all required for Colgate to be among the finest colleges and universities in the nation. Colgate, therefore, must take those new steps necessary to ensure that it attracts students, faculty, and staff of remarkable promise and achievement.

Students – The No-Loan Initiative

Expansion of the financial support available to students to lessen the burden of student debt.

- z Admitted Class of 2024 with no loans for students whose family incomes are less than \$125,000
- z Repackaged financial aid with no loans for students in classes of 2023, 2022, and 2021 whose family incomes are less than \$125,000
- z Begin analysis of impact of No-Loan Initiative on yield for Class of 2024
- z Analyze financial aid packaging practices

Students – Increase in Applications

- z Developed a six-part plan to increase application numbers and application quality
- z Reformed admission reading and selection process to focus more on a genuine understanding of a student's academic capacity and ability, relying less on test scores
- z Announced partnership with Questbridge, beginning with Class of 2025

- z Announced test optional pilot
- z Decreased barriers to application completion by removing required essay question from the application supplement
- z Continue to expand prospect pool and improve applicant conversion with enhanced communications and development of virtual programming

Faculty – Pre-Tenure Faculty Support

Beginning with the faculty cohort hired in the 2019–2020 academic year, pre-tenure faculty members will receive a calendar-year / four-course leave following a successful third-year review.

- z Hired ten faculty with new leave policies
- z Hired departments' top candidate in all searches

Faculty – Competitive Teaching Load Planning

- z Began analysis of teaching load differences across divisions and departments
- z Assessed several different reduced teaching load models' effect on departmental curricula
- z Established four-course teaching load for new endowed chairs
- z Use results of analysis and assessment to determine the most effective approach to achieving a competitive faculty teaching load

Faculty – Endowed Chair Initiative

- z Established initial four Third-Century Endowed Chairs: The Rebecca Chopp Chair in the Humanities; The Carl Benton Straub '58 Endowed Chair in Culture and the Environment; The W. Bradford Wiley Chair in International Economics; The Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation
- z Named Constance Harsh the Rebecca Chopp Chair in the Humanities
- z Named Jason Kawall the Carl Benton Straub '58 Chair in Culture and the Environment
- z Named Chad Sparber the W. Bradford Wiley Chair in International Economics
- z Named Mary Simonson the Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation
- z Developed list of potential new endowed chair positions that will strengthen new academic initiatives
- z Work with departments and advancement to prioritize potential new endowed chair positions and sequence the fundraising and funding of these chairs

DEI – Diversity in Faculty Hiring

Colgate seeks to diversify its faculty —to bring to its classrooms, studios, laboratories, and team settings a greater range of backgrounds, experiences, and perspectives.

- z Joined the Consortium for Faculty Diversity (CFD), a national organization that creates a postdoctoral pipeline of underrepresented minority candidates to selective liberal arts colleges
- z Joined the National Center for Faculty Development and Diversity, an independent professional development, training, and mentoring community for faculty members, postdocs, and graduate students at all stages of their careers
- z Revamped search process and strengthened administrative assistant oversight
- z Hired Jessica Davenport and Taryn Jordan as first CFD post-doctoral fellows
- z Hired Dominique Hill as a target of opportunity hire in women's studies
- z Continue to build diverse pools of applicants for faculty positions

Developing Initiatives

- z Faculty: Conversion of visiting assistant professor lines to permanent positions

SECTION II:

Strengthening the University's Academic Enterprise

Colgate's future rests on the extent to which it continuously strengthens academic life and nurtures a culture of intellectual rigor across all of its endeavors. As a leading American institution with a broad liberal arts mission, Colgate must support and encourage students and faculty as they explore both timeless questions and new areas of inquiry, ensuring that this University remains a place deeply engaged with the most pressing academic debates that challenge humankind.

INITIATIVES

The Middle Campus Plan for Arts, Creativity, and Innovation

Colgate reaffirms its belief that artistic expression, creative thinking, and innovation must be hallmarks of a Colgate education. The Middle Campus Plan for Arts, Creativity, and Innovation is not only a rethinking of the role of the arts and creativity at Colgate, but also a rethinking of the campus itself.

- z Defined the programming for Middle Campus to be around four intellectual blocks: a Center for Arts, Creativity, and Technology; the Data Center for Curricular and Cocurricular Innovation and Design; University collections and materials labs; and a Center for Music and Culture
- z Worked with RAMSA/WXY to begin draft capital project model
- z Identified the Collections Annex as the first project
- z Relocated the museum studies minor to a new home in the interdisciplinary Division of University Studies
- z Appointed Nicolas West, currently curator of the Picker Art Gallery, and Rebecca Mendelsohn, newly appointed curator of the Longyear Museum of Anthropology, as co-directors of University Museums
- z Completed compliance with the Native American Graves Protection and Repatriation Act by returning remains to Oneida Nation
- z Awarded the inaugural Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation to Mary Simonson
- z Plan/design Collections Annex in order to bring collections back to campus
- z Improve Brehmer Theater
- z Develop culturally sensitive museum practices, and identify issues of diversity, equity, accessibility, and inclusion in museum work

The Robert H.N. Ho Mind, Brain, and Behavior (MBB) Initiative

The University will enable new interdisciplinary research, teaching, and programming, while enhancing existing strengths in exploring linkages between mind, brain, and behavior, including an updated and expanded Olin Hall.

- z Began to rework Olin Hall initial designs to align with programming needs
- z Set construction on Olin to begin summer of 2021
- z Plan renovation of Gatehouse to become swing space for Olin, summer of 2021

Developing Initiatives

- z Relaunch of the Lampert Institute for Civic and Global Affairs
- z A New Center for Policy Analysis
- z Innovation Fellowships
- z The Center for Learning, Teaching, and Research Initiative
- z Olmstead House Faculty-in-Residence Initiative

SECTION III:

Enriching the Student Experience

Colgate must overtly and explicitly create a deep, clear, and compelling campus culture — nurtured and expressed through its residential programs, athletics and other student

This inaugural Diversity, Equity, and Inclusion Plan Status Update comes at a time when our nation is grappling more actively with the ongoing reality of racial injustice than at any time since the Civil Rights movement of the 1950s and 60s. Since our own arrivals at Colgate in 2016 and 2017, we have engaged in a systematic and rigorous review of the campus and the development of a pathway to a better and stronger future for Colgate. This work has resulted in both a comprehensive long-term plan for Colgate, The Third-Century Plan, and the first roadmap for ongoing strategic work to make campus life and campus culture more inclusive and equitable, The Third-Century Plan for Diversity, Equity, and Inclusion (the “DEI Plan.”)

The conversations that we have been having with groups of students, faculty, staff, and alumni suggest that so many of us share a common purpose: the creation of a more excellent Colgate, the commitment to being an anti-racist institution, a desire for concrete and sustained action, and a pledge to establish accountability for the University’s intentions. Such alignment is deeply encouraging.

The DEI Plan was informed, first, by a comprehensive external review of the University’s campus climate in 2016–17. The actual plan was created through the tireless work of more than 70 faculty and staff members over two years. The DEI Plan was adopted by the University in November 2019. This Plan presents a long-term roadmap for Colgate to achieve true excellence — excellence that has as its foundation a respect for a diversity of perspectives and backgrounds, a commitment to equity at all levels, and a passion for the transformative power of a liberal arts education. The plan calls for fundamental and significant changes in our hiring and admission, staff support, and student residential and social life practices as well as dozens of other first steps on the path to becoming a better university. One of the Plan’s major recommendations is to hire a Chief Diversity Officer, and that national search is actively moving forward, despite the pandemic.

There is now an eagerness, which we share, for quick solutions, and as this update shows, some meaningful first steps have been taken. But we know — not only from our work on this campus, but also from our time on other campuses — that true change, the core change to which we have dedicated our professional and personal lives, can only come from the intense, sustained, rigorous work that planning and implementation require. It will demand the joint dedication of the faculty, staff, Board of Trustees, alumni bodies, and University administration in the years ahead. This is why both of us, in our early years as members of this community, worked through our University governance systems to develop plans that can guide Colgate forward.

As a recent Maroon-News article makes clear, and as Colgate’s more recent history demonstrates, creating a more inclusive campus cannot be accomplished simply through administrative reaction to individual incidents. In Colgate’s history, these moments of “event and reaction” have only resulted in — as the Maroon-News noted — a repeated cycle in which the University’s

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entire faculty in fall 2020. A stated goal of this new core is to “align the faculty-driven core curriculum with the institutional mandate of the 2019 DEI Plan.” The faculty will take up this proposal in this academic year and engage in the very challenging work and necessary discussion that curricular change requires. Our responsibility —

Inclusive Communication

- z Continued ongoing Intergroup Dialogue training, from which Colgate has benefited in recent years — acknowledging that the length of training required may be an impediment to broader adoption
- z Broaden the opportunities for members of the community to develop their capacity to engage constructively across differences

Increased Funding for Programs and Projects

- z Secured \$500,000 for the Henry Livingston Simpson Endowed Fund for DEI Initiatives
- z Received \$250,000 for immediate DEI programming
- z Identify programming, including speakers and other campus initiatives

Equity-Focused Policy Analysis of Colgate's Policies

- z Identified needed changes to the Student Handbook as well as Equity Grievance Process (EGP), Student Organization, and Social Hosting policies.
- z Continue review of all policies

Review of EGP Policies

- z Completed external review of EGP
- z Revise policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- z Align new policy with new federal regulations
- z Communicate new policy and regulatory environment

Admission Multicultural Recruitment

- z Enrolled the largest domestic multicultural class in Colgate history: 201 students
- z Joined Questbridge, expanded partnerships with community-based organizations, developed Native American recruitment plan, increased travel to schools on the U.S. High-Poverty High School List.
- z Rolled out No-Loan Initiative
- z Admitted the most racially diverse incoming class in Colgate history
- z Launched programming specifically for prospective first-generation students and students of color
- z Recruit and admit the first Questbridge cohort
- z Develop virtual programming to reach more prospective students

Revision of "Appendix A: Organizations of Excellence Goals"

- z Drafted language to reflect the important role that student organizations can play in shaping the climate of the campus and the experience of students
- z Collaborate with student organizations in incorporating these goals into their operations

Center for Learning, Teaching, and Research (CLTR) Programming for Faculty

- z Secured funding to support expanded CLTR programming to help faculty incorporate DEI into their courses
- z Work with faculty to identify relevant speakers, programs, and other workshops

Support for Community Members with Disabilities

- z Hired replacement for Lynn Waldman, director of Academic Support and Disability Services
- z Completed review of Academic Support and Disability Services
- z Update 2009 catalog of non-ADA compliant buildings
- z Plan for phased resolution of known accessibility issues

Staff Engagement With DEI Initiatives

- z Broaden ability for staff to take time for DEI efforts to improve campus
- z Communicate new protocol to departments and work with them to implement a structure that will allow staff to spend some time on DEI initiatives
- z Work with departments regarding reassignment of work responsibilities for staff who want to work on larger scale projects (for example, the Colgate History Project)

Inclusion of DEI Goals in Performance Evaluations

- z Embedded DEI as a technical competency in the performance improvement process
- z Communicate and educate supervisors on DEI competency and its evaluation and assessment
- z Develop more ways for staff to be involved in DEI efforts

- z Celebrated national holidays, such as Black History Month, throughout venues, on social media platforms, website, and other channels
- z Develop ways for student-athletes to provide feedback regarding their experiences and facilitate better relationship-building with administrators
- z Develop and implement an athletics marketing strategy that fosters an inclusive gameday experience at all competition venues

The Office of Residential Life

- z Expanded training and development opportunities to support all community leaders in building community among diverse students
- z Assess future initiatives that relate to the work of community leaders, and engage more systematically with them before adopting future proposals

The ALANA Cultural Center

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- z Joined Consortium for Faculty Diversity (CFD)
- z Hired Jessica Davenport and Taryn Jordan as first CFD post-doctoral fellows
- z Continue to build diverse pools of applicants for faculty positions

Staff Searches

- z Began enhanced review of all searches requiring increased documentation for selection and more active engagement by search committee members
- z Improved education and communication about the University's affirmative action obligations, the challenges we face in addressing underutilization, and also the divisions' responsibilities in regard to staff searches
- z Develop plans for departments with underutilization of staff from historically underrepresented groups
- z Create instructional materials based on inclusive hiring protocols developed by the Staff Affirmative Action Oversight Committee
- z Deploy bias training as part of the protocol for all searches
- z Identify barriers to recruiting candidates from outside of a 20-mile radius of Hamilton for positions primarily recruiting from that area
- z Establish partnerships with a variety of workforce-development organizations in Central New York, especially those organizations working with diverse populations and veterans
- z Consider an apprenticeship program, which could expand the recruitment area by providing a pathway to more rewarding careers at Colgate
- z Develop athletics-specific recruitment plan that builds robust and diverse pools, given the diversity of the students that PERA serves

Professional Development for Staff

- z Create professional development plans for employees in middle-management positions, especially women and people of color, to include intentional, personalized onboarding, clarity of role and expectations, and short-term Colgate career trajectory
- z Develop and launch a career pathways program to address the challenges that staff from historically underrepresented groups have often had in building longer-term careers at Colgate

SECTION IV.

Retention and Development of Diverse Faculty and Staff

It is not enough for the University to recruit a diverse faculty and staff. It must also provide pathways for members of underrepresented groups (most notably, faculty and staff of

SECTION V.

Campus Culture and Communication

What we say matters. In addition to ensuring that the University's policies are equitable through regular review, University communications, both internal and external, should reflect our commitment to inclusivity and equity. Every employee should be well-prepared for supporting the University's mission of living and learning in a diverse community and should understand this is crucial for their work at Colgate.

Bias Incident Log

- z Drafted bias incident log for the purpose of recording, without any personally identifiable information, a descriptive summary of bias-related incidents on campus
- z Deploy and communicate the bias incident log to the Colgate community

Assessment of Campus Climate

- z Approved the addition of 11 DEI-related questions to
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SECTION VI.

Responsiveness

To the extent that the challenges of living in a diverse community will continue to be felt keenly by members of our campus community, Colgate must do a better job of responding with commitment and compassion when failures of equity and inclusion do harm to community members. This will require not only better support for those employees who already play this role, but also an exploration of new models that can undermine the current sense, so often expressed, that the University is incapable of responding well to such harms. Students, faculty, and staff must also have access to avenues that allow them to express their concerns without fear of retaliation or loss of control.

Students

- z Assign appropriate Cabinet member to work with student affinity groups until CDO arrives on campus
- z Arrange conversations with affinity groups with appropriate Cabinet members
- z Solicit student input on CDO search

Faculty and Staff

- z Completed external review of Equity Grievance Process (EGP)
- z Revise policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- z Identify and publicize avenues of response for members of the community who experience bias but do not wish to immediately avail themselves of the EGP
- z Engage in tabletop exercises akin to those conducted by the Emergency Operations Center with the goal of rapidly responding when bias incidents are reported
- z Identify and provide resources and support for PERA staff who frequently serve as advocates and/or safe haven for student-athletes of color

MOVING FORWARD

Colgate's DEI Plan will continue to grow and evolve as we work to become more ambitious in our hopes for equity and inclusion throughout the broad Colgate community. The incoming CDO will surely help to guide this evolution, but it must also be fed by all constituencies and all members of our community. Plans for outreach and conversation with campus constituencies were set aside when the pandemic required the emptying of campus last spring, but these efforts will need to be renewed this fall. In the 2020–2021 academic

support the University's educational mission and its students, faculty, and staff. We are committed to creating a climate that ensures the staff members of the division are welcoming and supportive of all alumni, regardless of their backgrounds and identities. We embrace the University's Third-Century Plan and the Diversity, Equity, and Inclusion Plan and will structure and implement special initiatives and programs that engage and support the University's alumni of color and develop the appropriate engagement and communication strategies that connect them to one another, fellow alumni, and the campus community

Physical Education, Recreation and Athletics

VISION: To be an inclusive community of competitive excellence

Inclusive: We seek to be a welcoming and diverse association of students, professionals, alumni, and fans in which all people are treated equitably and respectfully, and can contribute fully to our success.

Community: We share common goals, we remain open communication and civility, we honor the sacredness of each person, we accept responsibility to act for the common good, we care for and serve one another, and we honor our history while celebrating our evolution.

Competitive Excellence: We strive to consistently perform at the upper range of our potential, to get better every day with a goal to win - to win in competition, in the classroom, in the community and in the lives of every member of the Colgate Community.

VIRTUES: Our virtues are lived values - we are at our best when we are:

- z Thoughtful — Careful, reasoned, inclusive, action
- z Driven — Relentless, energetic, focused pursuit of courageous goals
- z Enthusiastic — Passionate, positive, fun presence
- z Cohesive — Close-knit, collaborative, consistent teamwork
- z Bold — Creative, resourceful, fearless winners

DEI UPDATES FROM DIVISIONS AND DEPARTMENTS

Colgate's administrative divisions were encouraged to develop their own strategies and initiatives for strengthening equity and inclusion in alignment with the philosophy laid out in The Third-Century Plan and the Plan for Diversity, Equity, and Inclusion. Some of the details of these efforts are included here, to give a sense of the ways in which this work is moving forward beyond the initiatives reported above. This is by no means an exhaustive list of efforts taking place in departments across the University, but it does give a sense of the variety of ways that departments are working to make DEI an integral part of their work.

DEI Trainings Across the Divisions

Since the November 2019 publication of the DEI Plan, there has been a significant increase in training aimed at Colgate employees, as departments sought to prepare themselves to contribute to the high-level goals laid out in the plan. Some of these training activities are listed below:

- z The Office of Equity and Diversity coordinated online training opportunities for employees working remotely due to COVID-19. Two of the seven programs offered are directly related to diversity and inclusion. To date, 211 employees have completed Diversity: Inclusion in the Modern Workplace, which is designed to help employees successfully work with diverse co-workers by encouraging respectful behavior, reducing bias, and explaining how cooperation can overcome conflict. This course also identifies the challenges and opportunities arising from human diversity and helps employees understand the need for a respectful workplace and the barriers that prevent full participation.

Nigeria, Côte d'Ivoire, Gabon, and Liberia and are among the first African pieces added to the collection in the last 40 years. It also welcomed new Native American art, starting with a beaded cross made by local artist Sheila Escobar of the Mohawk Nation, Turtle Clan. Chapel House is continuing to pursue Native American art. In an effort to introduce the new art to the community, Chapel House held two receptions: one for the set of African masks and the prayer board, the other for the Native American art. These receptions were well attended by 30–40 people each — students, faculty, staff, and community members. In the coming year, Chapel House is planning to expand its collection by adding art pieces on the Mohawk creation story by Mohawk Nation artist John Fadden. By expanding its art collection, Chapel House continues to live out the vision of being a resource for people's spiritual and humanistic journeys.

Core Revision Committee (CRC) Stated Goals for the Core Revision

As the DEI Plan, released in fall 2019, makes clear, there is much room on Colgate's campus, and in our curriculum, for initiatives that will help us, as a community, create a truly diverse and inclusive institution in Colgate's third century.

The core curriculum stands at the heart of a Colgate education as a vital space wherein academically rigorous, profound, meaningful education for systemic inclusion can take place, and — quite critically — can reach all Colgate students. The CRC has worked to craft a revision proposal that features a multitude of opportunities for students to grow as scholars and citizens in their encounters and engagements with the cultural, intellectual, artistic, and human diversity of the world, including the world right around them. To the extent possible, the CRC has inflected all dimensions of this proposed core revision, including the First-Year Seminar Program, with a mandate to expose students to the diversity of perspectives, experiences, and ideas that both energize and complicate global societies and our local world. The working title for our core revision is *Diverse Perspectives, Inclusive Communities: A Core for Colgate's Third-Century*.

Inclusivity means embracing, in all of our core classes, wider awareness of the contributions that societies, ancient and modern, from all corners of the world, have made to

humanistic, scientific, technological, artistic, and ethical thought and practice. Inclusivity means teaching students in the core about the whole world and the complex, often fraught, histories of global interconnectedness. This may mean learning not only about ancient trade routes and seafaring, but also about the slave trade and the Middle Passage. It may mean learning not only about the aesthetic genius of cultures all over the world, but also about global wars and the millions of people cast into exile in increasingly unwelcoming and closed societies.

Inclusivity means creating the grounds for students in FSEMs and core courses to learn about the wide range of perspectives, beliefs, commitments, capabilities, dreams, hopes, fears, and hidden pains of the people around them. It means confronting the deep systemic legacies of racism in our midst and in our larger societies.

Most crucially, education for inclusivity means using the Core Liberal Arts Curriculum, including the FSEM program, to create opportunities for students to become aware of the myriad ways that privilege, positionality, power, and access create patterns of belonging and exclusion, whether in the spaces and practices of a small liberal arts college or in the broader world. It means encouraging all of us, all members of the Colgate community, to think about who easily belongs and who is excluded, creating ways to mitigate exclusion, and building a real community: diverse, equitable, and enduring.

The CRC will bring a core revision proposal to the whole faculty for a vote in the fall semester of 2020. It is the committee's hope that the faculty will embrace a revision of the core that foregrounds teaching and learning about diversity, equity, and inclusion.

Admission and Recruiting

The Multicultural Recruitment Team successfully executed a number of strategies that led to enrollment of the largest multicultural class in Colgate history: 26.5% of the Class of 2024. Colgate has adopted a test optional policy and research shows that this tends to increase the diversity of both admitted and enrolling students. The department has also focused significant energy on expanding its

relationship with high schools that have majority student-of-color populations and with community-based organizations (CBOs) that help students from underrepresented groups prepare for college and assist admission departments in making good connections. An admission CBO week is planned as a part of virtual programs during the summer of 2020, and Colgate has signed two additional memorandums of understanding with CBOs. Colgate now regularly works with 20+ CBOs.

Services and Supports to Students

Efforts in the Dean of the College Division in the area of services and student support include:

- z The establishment of a food security working group, which, among other efforts, has addressed a need, expressed by the Class of 2019 in its senior survey, to shorten the travel time to the grocery store — a situation that was negatively impacting students who did not have access to personal transportation.
- z The presentation of a 10-hour, three-part seminar on the fundamentals of budgeting, saving, and investing by the Learn to Earn financial literacy project.
- z The expansion of Counseling and Psychological Services satellite hours to include OUS in addition to existing satellite hours established for international students and athletes. Counseling also instituted weekly in-house DEI professional development for staff, with each staff member rotating to lead a discussion or workshop.
- z While COVID-related financial constraints may postpone work, the division worked with the facilities team to create a dedicated Muslim prayer space on the lower campus, better supporting students' needs as Ramadan moves into the academic year for the next decade.

Supporting International Students

In the wake of challenging pivots in the federal government's regulation of visas for international students, Colgate is aG

students of color and international students. Anecdotal feedback from students indicates that the Mat is not, unlike some campus spaces, perceived as a space associated with majority students, and as a result, it does not carry with it any preconceived notions of ownership.

In terms of audience size, the Mat currently averages approximately 125 attendees per performance, with 80 being the smallest turnout and 235 being the largest audience. At a typical show, 80% of the audience will be standing, pressed up against the stage and interacting with the performers. The remainder of the audience has several options for seating on the periphery of the venue. While alcohol has been sold on a couple of occasions, there have been no incidents of drunken or unruly behavior.

Board of Trustees

At its most recent meeting, the Board engaged in an open and intensive discussion of the need for improvement in Colgate's overall performance in terms of DEI and expressed an awareness of the need to diversify the Board itself. The Board will petition the New York Board of Regents to allow the membership to expand from 35 to 38 members in order to increase immediately the diversity of the Board. The Board recently formed an ad hoc Committee on Diversity, Equity, and Inclusion, charged with promulgating and coordinating Board efforts to improve its diversity, operations with respect to diversity and inclusion, and those undertakings designed to enhance both Board and University efforts to advance DEI. With representation from all programmatic committees (Academic Mission and Programs; Campus Life and Programs; University Outreach; and University Resources) the ad hoc committee will report out regularly to the full Board on these efforts at regular Board meetings and as needed. Finally, the Nominations, Governance and Trustee Development Committee is developing and identifying DEI training for the Board.

The Mosaic Initiative

This program connects multicultural alumni with Colgate, current students, and each other through fellowship and mentorship, with a particular focus on career development and networking. Veronica McFall '89 is the assistant director of alumni relations who manages the programs

and volunteers. The Mosaic news site is a robust warehouse of stories and information that is circulated to alumni twice a year but updated more often by the Office of Communications. Some programming sponsored by Mosaic in FY20 included:

- z More than 200 alumni of diverse backgrounds were asked to provide words of encouragement to current students (international, LGBTQ+, ALANA, OUS, first-generation), during the COVID-19 pandemic. Fourteen alumni submitted letters, video recordings, quotes, etc. that were distributed in a weekly e-newsletter.
- z Mosaic hosted an Alumni of Color (AOC) event in Philadelphia, Pa., with Provost Tracey Hucks '87, MA'90, a holiday party in New York City, and two events to honor the history of Alumni of Color at Colgate, featuring Diane Ciccone '74 and Jim Smith '70.
- z During the pandemic, Mosaic and AOC sponsored an online social event that attracted more than 80 attendees.

Alumni Council

The Alumni Council is forming a new ad hoc Committee on Diversity, Equity, and Inclusion and will be examining opportunities to engage under-represented alumni and advise the University on best practices.

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INTRODUCTION

Colgate always seeks to manage its endowed funds in a prudent manner such that they may be deployed in furtherance of the University's educational mission while retaining the ability to benefit future generations of Colgate students.

For generations, the Colgate endowment has provided invaluable support to the University and its students. Currently, the endowment provides approximately 25% of Colgate's total annual revenue. To provide some context to this in dollar terms, the endowment has provided more than \$372 million in support over the past decade. Following accepted and prudent endowment management practices, annual spending from the endowment is based on its underlying market value, rather than the interest income and dividends the portfolio may generate. As a result, the endowment portfolio is invested for total return so that it can maintain and potentially enhance its real value (adjusted for inflation) over the long term.

First Principles

- z The overriding principle for endowment

Asset Allocation

As discussed, the endowment portfolio's asset allocation has been developed to maximize total risk-adjusted return. Consequently, equity rather than fixed income investments are emphasized in order to take advantage of the higher potential returns available to owners of capital as compared to lenders of capital, as evidenced by the long-term history of the capital markets. This pursuit of maximizing total return is, of course, tempered by the University's need to preserve capital and minimize the volatility of returns.

Allocation Targets (IN %)

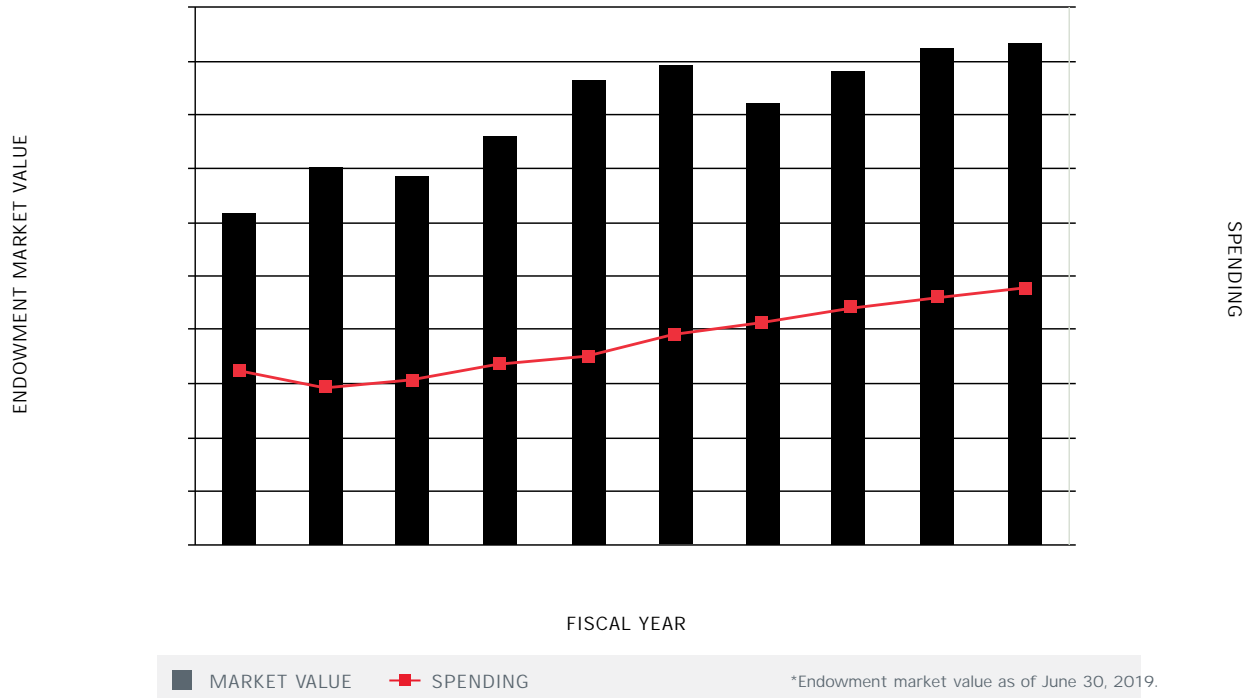
	Policy Range	6/30/2019	6/30/2016	6/30/2014	6/30/2009
Public Equity	5-45	31.3	25.5	32.0	14.6
Equity Hedge Funds	5-45	12.4	21.4	15.4	28.6
Private Equity	5-20	16.8	13.7	15.2	14.9
Absolute Return	5-30	17.4	18.3	17.6	12.3
Real Assets	5-15	7.8	9.2	9.7	4.8
Fixed Income	5-20	10.8	0.0	1.3	6.3
Cash	5-20	3.5	9.9	6.5	11.1

Performances of several broad indices (IN %)

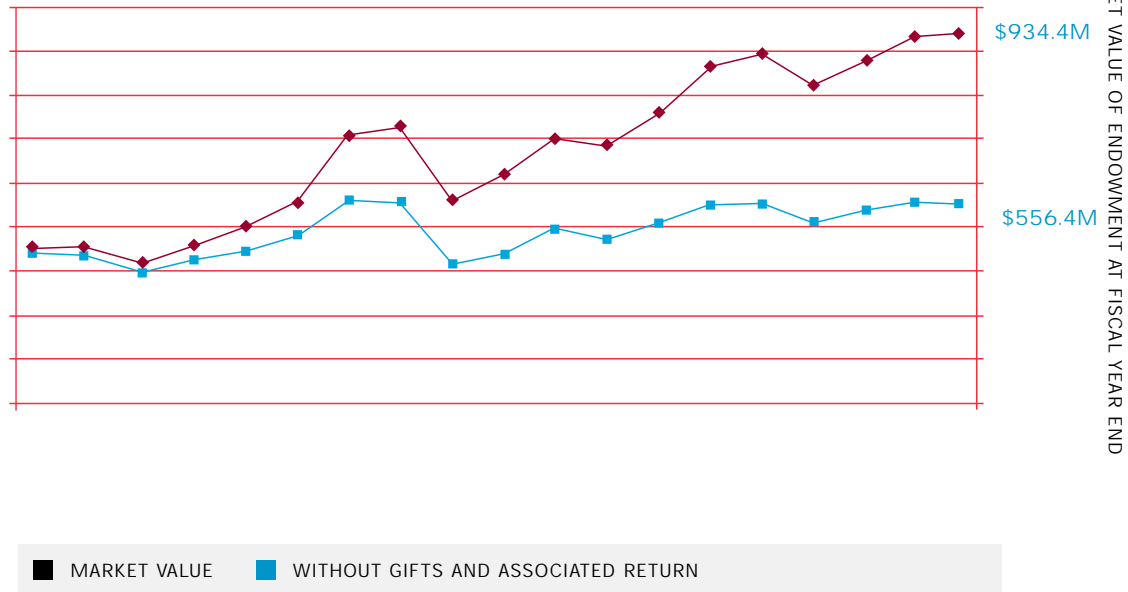
	1 year	3 year	5 year	10 year
S&P 500	10.4	14.2	10.7	14.7
MSCI EAFE	1.1	9.1	2.3	6.9
MSCI EM	1.2	10.7	2.5	5.8
Bloomberg Commodity Total Return Index	-6.8	-2.2	-9.2	-3.7
Barclays Bond Index	7.9	2.3	3.0	3.9

ASSET ALLOCATION ROLES

Colgate's Endowment Market Value* vs. Spending



Growth of Colgate Endowment FY 2001 - FY 2019



In a year of profound disruption and uncertainty in the nation and the world, Colgate University's fiscal year 2020

Restricted Annual Fund Key Drivers: Historical Comparison

	FY16	FY17	FY18	FY19	FY20
Athletics	\$2.17M	\$2.89M	\$2.32M	\$2.42M	\$2.39M
Student Activities	\$692K	\$604K	\$704K	\$671K	\$822K
Academic Support	\$290K	\$307K	\$683K	\$469K	\$482K
Grants	\$432K	\$600K	\$393K	\$337K	\$423K
Center Freedom and Western Civilization (spendable)	\$65K	\$132K	\$367K	\$549K	\$132K
Internship Fund (spendable)	\$423K	\$195K	\$308K	\$258K	\$182K
Office of Undergraduate Studies (OUS)	\$173K	\$177K	\$241K	\$250K	\$145K
Global Leaders Lecture Series	\$112K	\$310K	\$195K	\$91K	\$18K
Event Sponsorships	\$111K	\$69K	\$128K	\$105K	\$54K
Spendable Aid	\$412K	\$412K	\$103K	\$21K	\$102K
Gifts In Kind	\$471K	\$586K	\$46K	\$84K	\$45K
Broad Street Furnishings and Repairs	\$113K	\$155K	\$32K	\$42K	\$14K
NCAA Student Athlete Activities Fund	\$234K	\$242K	\$11K	N/A	N/A
Other	\$153K	\$84K	\$189K	\$93K	\$97K
Total	\$6.30M	\$6.67M	\$5.72M	\$5.37M	\$4.91M

Alumni Donors There were 11,659 alumni donors, a decrease of 1,797 from FY19. The first half of the fiscal year generated a very strong response from donors, thanks in large measure to the Colgate Fund Bicentennial Challenge, which secured nearly 4,300 donors. As of January 31, the alumni donor count was 148 greater than the prior year.

The pandemic, its effect on our alumni, and the related suspension of solicitations, including reunion gift challenges, were significant factors in the decrease in alumni donors. The suspension of the senior class gift campaign resulted in approximately

however, is the third highest sum of contributions for athletics in Colgate history. Although March Mania was suspended due to the pandemic, it was resumed in May and was the most successful March Mania effort since its inception. The effort generated 2,688 donors and more than \$575,000. The overall results fell short of a goal set at the beginning of the year to raise \$2,810,000 for athletics. Next year's goals will include efforts to increase support for women's athletic teams and the Colgate Athletics Council.

Corporate, Foundation, and Government Support Grant income associated with the Corporate, Foundation, and Government Relations (CFGR) Office totaled approximately \$3.33 million, including \$2.11 million for institutional purposes and \$1.22 million for faculty sponsored research. A total of \$830,000 was received from foundations and other private sources, and \$2.5 million was received from government sources, including federal financial aid and the CARES Act funding for student support. (Note, in accordance with CASE guidelines, CARES Act funding is not included in institutional advancement totals.)

Planned Gifts Colgate received 258 planned gifts in FY20 totaling \$15,821,617 and exceeded its \$14 million goal by \$1,821,617. The gifts included 15 life-income gift arrangements totaling \$1,583,742; 20 matured bequests totaling \$9,066,723 (including a \$5,000,000 partial estate distribution for financial aid), six gifts-in-kind appraised at \$574,509; and a new record 206 qualified charitable distributions from IRAs totaling \$836,629 (exceeding the previous record by 2% in dollars and 25% in numbers). The cash received from various planned gifts totaled \$12,061,603. An additional \$3,760,014 was identified from 11 newly documented bequest intentions, IRA beneficiary designations, and life insurance provisions that are not included as cash but do add to the overall planned giving pipeline. The University added 14 new members to Colgate's legacy society, the Willow Society. Of the total Colgate received from planned gifts, \$11,811,055 is eligible to be counted as new gifts for the campaign.

	FY16	FY17	FY18	FY19	FY20
Planned Giving	\$11.06M	\$9.05M	\$12.20M	\$20.70M	\$15.80M

Strategic Initiatives: Financial Aid Contributions to financial aid endowments totaled \$11,167,155, which is an increase of \$3,337,155 over FY19. This total includes a bequest of \$5 million referenced in the planned giving section. That special planned gift, and others like it, serves as a reminder of the importance of securing bequest intentions to create a planned gift pipeline that will benefit the University's endowment in the future.

	FY16	FY17	FY18	FY19	FY20
Endowed Financial Aid	\$5.00M	\$5.60M	\$7.50M	\$7.80M	\$11.17M

Strategic Initiatives: Professorships Four new Third-Century Endowed Chairs were created: Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation; Rebecca S. Chopp Chair in the Humanities; Carl Benton Straub '59 Endowed Chair in Culture and Environment; and W. Bradford Wiley Chair in International Economics Endowed Fund II.

Strategic Initiatives: Capital Projects

momentum moving into FY20. The Office of Alumni Relations helped manage the distribution and analysis of the comprehensive alumni survey in July 2019. The information from 4,798 respondents formed the foundation for an ongoing engagement strategy.

In FY20, the Alumni Council continued to forge an important partnership with senior administration and the Board of Trustees. They emerged as key ambassadors for Colgate and were productive in working with the alumni relations staff to

	FY16	FY17	FY18	FY19	FY20
Engaged Alumni	15,346	16,234	16,466	16,908	16,924
Presidents Club Alumni	2,754	2,756	2,768	2,720	2,571
Senior Class Gi	79%	88%	81%	90%	47%
Parents Fund	\$4.60M	\$4.30M	\$3.90M	\$4.10M	\$2.72M
Trustee Giving	\$3.00M	\$4.40M	\$3.70M	\$3.60M	\$13.20M
Alumni Council Giving	\$806K	\$859K	\$578K	\$356K	\$845K

Constituency Engagement: Leadership of the Board of Trustees and the Alumni Council The charts below summarize cash contributions received and participation rates for two important leadership groups.

Board of Trustee Support (Cash)

	FY16	FY17	FY18	FY19	FY20
Total Giving	\$2.94M	\$4.40M	\$3.76M	\$3.60M	\$13.20
% of Total Colgate Giving	10%	14%	9%	9%	29%
The Colgate Fund	\$453K	\$515K	500K	\$585K	\$947K
% of Colgate Fund	7%	7%	6%	7%	11%
Trustee Giving Rate	97%	100%	100%	100%	100%

Alumni Council Support (Cash)

	FY16	FY17	FY18	FY19	FY20
Total Giving	\$807K	\$859K	\$579K	\$356K	\$846K
The Colgate Fund	\$148K	\$89K	\$87K	\$110K	\$188K
Council Giving Rate	99%	98%	100%	100%	100%

Campaign Planning

Campaign planning began last year with the naming of Gretchen Burke as the chair. With the approval of

